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ABSTRACT

This paper describes the Wisconsin Department of Public Instruction's (DPI's) efforts in the area of education for employment. The efforts grew out of the Parker Project's attempt to determine the needs of business and industry in the state. This report contains the following components of the Education for Employment program, under the following headings: (1) Overview of the Parker Project; (2) Wisconsin Business and Education Survey; (3) Education for Employment: A Policy Paper; (4) Education for Employment: A School District Standard; (5) Education for Employment: Draft Administrative Rule; (6) Other Related School District Standards; (7) Education for Employment: Demonstration Grants; (8) 1985 Wisconsin Act 75; (9) DPI Information Release: Education for Employment Grants Announced; (10) Education for Employment: Demonstration Grant Sites by Cooperative Educational Service Agency Location; (11) Governor's Council on Business and Education Partnerships; (12) Preparation for Post-High School Employment and/or Further Education and Training; (13) Education for Employment: Teacher Preparation Standards; and (14) Education for Employment: Questions and Answers. (KC)

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WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
HERBERT J. GROVER, STATE SUPERINTENDENT

"Preparing
the finest
best educated, most
skilled work force
in America."

# Education for Employment

## THE WISCONSIN INITIATIVE

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Revised August 1987

*Bulletin No. 8092*

The Department of Public Instruction does not discriminate on the basis of race, color, religion, sex, national origin, age, or handicap.

## Education for Employment

I am pleased to introduce this summary of the Department of Public Instruction's efforts in the important area of Education for Employment. Thanks to the foresight and generosity of George Parker and the Janesville Foundation, we were able to conduct a major study of the way the public schools prepare students for the world of work. Begun in 1981, the Parker Project evolved into the Education for Employment initiative.

The interest of employers and the schools in this initiative is self evident. With 60 percent of our young people entering full-time employment directly out of high school (approximately 15 percent as dropouts), we in education can't help but see a key role for the schools in preparing students for jobs. Employers want students prepared although not necessarily for a specific job. They want employees who can read and communicate well, who have positive attitudes about work, and have an understanding of the economic system.

The Parker Project allowed us the means to reach out to business, industry and labor in this state and to address the expectations of employers and the needs of our students. With broad support from public and private sectors, the Wisconsin State Legislature in a special session on Economic Development in the fall of 1985 enacted what is now known as Education for Employment legislation. It provided for a standard, funding for model programs, and the establishment of a Governor's Council on Business and Education Partnerships.

We in Wisconsin are proud that Education for Employment has become a national model. Its goal is simple: to develop the finest, best educated, most skilled work force in America.

In the following pages, you can read about our program, how it developed, and our expectations for it. We look forward to its continued evolution as we work in partnership with business and industry in this state.

Herbert J. Grover
State Superintendent

# *Introduction*

## Education for Employment

In response to the mandate from business and industry and based on *Parker Project* findings, the Department of Public Instruction developed the concept of *Education for Employment*. Its goal and mission are:

> *To create the finest, best educated, most skilled work force in America. To define and deliver what all youth need to become productive, economically self-sufficient citizens, thereby able to contribute to the economic development of the state.*

*Education for Employment* refocuses the mission of public elementary and secondary education by recognizing the key role schools play in economic development.

In Wisconsin, the public schools have gone to business and industry in an attempt to determine what is expected, not only from schools, but from the young people leaving those institutions. A private-public partnership, the *Parker Project*, conducted extensive research on business perceptions of high school students' preparedness for the world-of-work. The Project found that neither standard vocational education nor basic academic programs alone prepare students adequately for jobs and life-long learning.

If the present standard of living is to be maintained, the public schools need to educate and prepare all youth to be productive citizens. Through quality education, youth must be not only well prepared for employment, but also intellectually prepared to relearn and adapt throughout their lives. Education for Employment is not narrow job preparation, but rather a redefinition of school's role in preparing all youth for productive lives.

Currently, the DPI administers a myriad of state and federal programs targeted toward special youth populations to enable them to become better learners and more employable. The Carl Perkins Vocational Education Act, the Eight Percent Grants of the Job Training Partnership Act, and the Children-At-Risk initiative focus on the needs of disadvantaged, handicapped, or at-risk youth and represent little of the total education dollars spent in Wisconsin schools. The education of the majority of youth is left to be funded by the state and local districts.

*Education for Employment* proposes that resources be directed to prepare *all youth* for work, particularly the 60 percent entering the work force at or before graduation, as well as those 15 percent entering technical training in the Vocational, Technical and Adult Education (VTAE) system.

## The Plan

*Education for Employment* has outlined major areas of concern and developed proposals addressing each.

- Reemphasize the basics for all K-12 students and incorporate practical applications to the work place. By linking learning to earning, the curriculum is made more relevant to the work world.

- Make use of the Wisconsin Developmental K-12 Guidance Program, giving all students job-seeking skills, the ability to make more realistic career choices, and ways to use labor market information.

- Seek to make what is commonly referred to as the "work ethic" part of the total school curriculum as students are expected to be dependable, accurate, and responsible. As teachers, principals, administrators, and counselors reinforce work place expectations, learning will become the student's "job."

- Provide all students with the opportunity for a school-monitored work experience. All students leaving high school should possess two credentials: a diploma and a resume.

- Bring the basic concepts of business operations and entrepreneurship, including labor, agriculture, and the U.S. economic system, into the curriculum.

- Establish partnerships with community businesses in all areas of the education enterprise including curriculum revision, teacher training, and student development programs.

- Establish a cost effective and up-to-date vocational education program in cooperation with business/industry and the VTAE system and based upon labor market and pupil needs.

In the 1985-87 budget process, the research and recommendations of the Parker Project resulted in an Education for Employment standard which all school districts must meet by September 1988, and in the creation of a Governor's Council on Business and Education Partnerships. Passed durin the 1985 Special Legislative Session on Economic Development, Education for Employment received $500,000 to fund demonstration sites designed to become state and national models of how Education for Employment can work.

## The Actors

Education for Employment requires educators, the private sector, the VTAE system, Universities, CESAs, and the community to collectively plan, deliver, and evaluate its total K-12 education program, both general and vocational, and to base program plans on the post-school goals of its youth, whether the goal is immediate employment or further education and training. An Education for Employment program will require that schools analyze labor market information, pupil needs, and local or regional economic development needs in constructing a school/community process that will extend well beyond the school walls and change the way the educational system does business.

## The Impact

Education for Employment promotes economic development on several fronts.

- It impacts on entry-level employees by changing the nature of work preparation.
- It is directed at reducing the numbers of students who drop out of school, and thus become disenfranchised in our rapidly changing social and economic environment.
- It updates programs provided by schools to reflect current labor force needs.
- It fosters partnerships between education and business and industry to create the finest, best educated, most skilled work force in America.

# *Overview of the Parker Project*

As the Parker Project commenced, great concern was being expressed over the large number of youth who failed to make the transition from school to the world of work and over mounting youth unemployment. The needs of business and industry appeared to be outdistancing the ability of secondary schools to perform their work preparation role successfully. Many business people and educators felt that, unless we started planning for the jobs that would be in demand in 2000, students would not be prepared for work and jobs would go unfilled.

It was felt that every young person should leave high school with the basic academic and job skills needed to become self-sustaining in the world of work. Moreover, while concern existed about the high unemployment rate, equal concern was expressed over the growing mismatch between young workers' skills and the changing skill needs of business and industry.

The Department of Public Instruction and The Parker Pen Company, through the Parker Fund of the Janesville Foundation, took the necessary first step in planning for improving the work preparation role of Wisconsin's public schools. Together, those organizations introduced to Wisconsin the first state-level business and education partnership that went beyond an advisory committee role. This partnership had statewide impact on Wisconsin public elementary and secondary schools.

Approximately two-thirds of all young people enter full-time employment at or before the completion of high school. We feel that public schools have an obligation to help these young people fill the available jobs and make a successful transition from school to the world of work. Elementary and secondary schools need to address the concerns of business and changes in the labor market. The goals of the Parker Project developed from these needs.

Phase I of the project, "What Is," begun in December of 1981, was designed to provide the information base necessary to enhance understanding of the present performance of elementary and secondary schools, to project future business needs, and to support planning and decision making about necessary changes. At that time an information base did not exist upon which an accurate assessment could be made of our secondary schools' capacity to meet the needs of business, students, and society in 1990 and 2000. This information base of Phase I included Wisconsin data already collected and available and new data where current information was lacking.

Five separate efforts were incorporated into and summarized in Phase I. *A Review of the Literature (#1)* was designed to fulfill the need to identify and annotate other state and national research and literature dealing with the transition of the secondary school student from school to the world of work. *The Stout Analysis of Wisconsin Data (#2)* focused on the role of schools in preparing our youth for the world of work. *The Statewide*

*Business and Education Survey (#3)*, mailed to 2,500 Wisconsin businesses, related to current and future work force needs. *Four Interpretive Essays (#4)* was an effort to have the Stout and survey data interpreted by representatives from labor, business, and vocational education.

The products of Phase I were disseminated to business groups; educators; secondary schools; the VTAE System; colleges and universities; community and civic organizations; labor; and other policy and decision makers. The planning and goal-setting in Phase II could not be accomplished until there was an understanding of the current perceptions and practices in Wisconsin.

Phase II, begun in April 1983, was designed to provide a forum to determine "What Should Be" for work preparation. The assessment of Wisconsin schools, policy planning, and recommendations came as a result of this phase.

An initial step in Phase II was "A Futures Symposium on Youth, Work and Economic Productivity: Wisconsin At Risk," held in the fall of 1983 (#7). It was designed to generate futures thinking and goal-setting and to create a consensus on the role of public schools in preparing youth for the world of work and for economic productivity. State leaders from labor, business, education, and government who were knowledgeable about future trends, changes, and needs were selected for this planning process. A symposium summary featuring the remarks of participants is available (#7). In the summer of 1984, 12 regional planning conferences, involving over 600 people, brought the same groups and decision makers together regionally to address the future of education, business and education partnerships, economic development, and the statewide and regional effects of technology on preparing youth for the world of work.

Phase III, "What Will Be," the concluding phase of the project, developed state policy initiatives.

While the Parker Project addressed the transition of students from school to work, several factors caused a sense of urgency. First, the public was concerned about the role of education in general. Questions about the quality of education unearthed an apparent "crisis of confidence" in public schools. Second, the challenges, problems, and opportunities facing our society suggested that the end of the twentieth century would be a period of dramatic change in business, industry, and society. Public schools need to keep abreast of these changes if Wisconsin's economy is to keep growing and remain competitive.

Young people belong in school. With a more meaningful education brought about by relating academic learning to the world of work, more young people will choose to remain in our secondary schools. Schools of the future need to stress the basic skills necessary for future job retraining and changes in employment demands. Schools need to provide young people with the knowledge that will help them better understand the needs of their work place and their communities.

The Parker Project intended to identify the needs of students, industry, and education and bring them all together in a cooperative working relationship that can enhance the lives of our young people; provide for a more stable, productive state economy through a better-

prepared labor force; and help ensure a more knowledgeable, optimistic, and aware citizenry.

The Parker Project was central to forming the Education for Employment program and policies, to linking elementary and secondary education to the future success of our state's economy, and to developing the role our schools will play in that success.

**Parker Project Advisory Board**

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Education

B. Dean Bowles, Professor of Educational Administration, University of Wisconsin–Madison (current), Deputy State Superintendent, Department of Public Instruction (1981-86)

Richard Dignan, Director, Bureau for Vocational Education, Department of Public Instruction (current)

Timothy G. Quinn, Deputy State Superintendent, Department of Public Instruction (current), Superintendent, Green Bay Public Schools (1980-86)

Carmen Stout, Legislative Liaison, Office of the State Superintendent (current), President, Wisconsin Education Association Council (1980-84)

James A. Blank, President, Wisconsin Education Association Council (current)

Staff

Charlotte M. Oinonen, Manager, Youth Services, National Alliance of Business (current), Education Consultant, Business and Industry, Department of Public Instruction (1985-86), Director Parker Project (1981-85).

# *Wisconsin Business and Education Survey*

The Business and Education Survey attempted to identify how Wisconsin business perceives the preparation of high school youth for the world of work. The survey was an important vehicle not only for gathering data, but also for building new relationships and dialogue between educators and the business community. The survey brought to focus the seriousness of the mutual concern for quality work preparation of high school youth. Data analysis made it evident that educators and business people must together immediately address the concerns of business and needs of Wisconsin youth.

The survey results produced surprising reactions. First, the response rate from the business community exceeded our expectations. During the fall of 1982 when the survey was conducted, the state economy was faltering with resulting layoffs and increased unemployment. Even though the survey was complex and long and despite unstable economic conditions, one-third of the companies surveyed returned completed forms. Second, state press coverage of the survey data was widespread and supportive. Few education issues over the last year were dealt with as thoroughly and as responsibly by the press in general. Third, comments from educators and business people about the data were quite consistent and are reflected in this example.

> Our foreign competitors presently are educating their future work-forces on"future terms," looking to 1990 and beyond in all program planning. Wisconsin industry, through this data, is urging, even begging Wisconsin educators to share the sense of urgency and to recognize that neither traditional vocational education nor basic academic programs are providing the kind of career preparation our students need for the jobs of the future. This employer data shows the need to expand the scope of both vocational and academic programs.
>
> David E. Horn
> Manager, Training and Development
> Kearney and Trecker Corporation

## Results

The results of the business and education survey were generated by over 800 employers and over 300 new employees responding to the Parker Project's Business and Education Survey. Major findings, determined from responses representing 57 percent of the state's private sector work force, are based on the needs of entry-level employment and on employer perceptions of high school work preparation for high school graduates or dropouts.

## Hiring Entry-Level Employees

According to employers, most young people applying for jobs were rejected because of deficiencies in the application/interview process. Young applicants were weak in spelling, writing and grammar, verbal communication skills, and appearance including grooming

and dress. Equally important were the applicant's general attitude toward work and the specific skill required to perform the entry-level job.

For many employers, work experience was an important factor in the hiring process. Through previous employers and work patterns, many businesses were better able to determine an applicant's attitude toward work, work habits, timeliness, and dependability on the job.

## Performance of Entry-Level Employees

Slightly over 40 percent of the employers indicated that job applicants or new employees were effective in their ability to work with others and settle differences, and in their willingness to improve job skills.

Between 30 percent and 40 percent of the employers stated that young employees were poor in the following competencies and skills:

- understanding the value and importance of work
- writing
- initiating, planning, and directing their own work
- recognizing and solving problems independently
- applying and interviewing for a job
- understanding career ladders and advancement

Over 40 percent felt that the new employee or job applicant had poor spelling and grammar skills. The majority of respondents indicated that young applicants and employees had a poor understanding of the U.S. economic system and a poor knowledge of general business operations. Most jobs were lost by new employees due to improper work habits and poor attitudes toward work.

## The Role of the Public Schools

Over 90 percent of the employers favored the use of minimum competency tests for the basic skills in public schools.

The majority of employers felt that schools should provide better preparation to students for future, nontraditional employment.

Over 80 percent of the employers agreed that it was the school's responsibility to provide graduates with a comprehensive vocational education program, leading to competencies and job-preparation skills for the world of work.

## Future Competencies and Job Skills

Over two-thirds of the employers indicated that "more" or "much more" emphasis should be placed in the following areas in preparing youth for future employment:

- writing, spelling, grammar
- arithmetic
- flexibility, learning new skills

- oral communication, speech
- computer literacy, applied
- reading, interpretation of blueprints and instructions
- economics of business
- technology (applied science)
- human relations
- decision making
- word/information processing

## Summary

Employers statewide and across the nation continue to be concerned about the work preparation of youth. They no longer look only to education for the solution; they see preparation for the world of work as a mutual problem. The quality preparation of elementary and secondary students, the future of Wisconsin youth, and their vitality and competence in the labor force remains a vital social concern to business and education, as well as a vital link to future economic development and recovery in the State of Wisconsin.

The result of the survey may be a new local and statewide focus on the needs of business and education, new linkages for business-education partnerships, and a renewed quality education for employment. Much of our community's future depends on how well business and education link to create in Wisconsin the finest, best educated, most skilled work force in America.

## For More Information

The complete survey report is available from Vicki Poole, Education for Employment Consultant, Office for School Improvement, Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707-7841.

## Economic Development and Job Creation in Wisconsin: The Role of Public Elementary and Secondary Education

Competitive Wisconsin's analysis of the Wisconsin business climate survey done by Yankelovich, Skelly, and White stated, "Wisconsin's two advantages for the business community are the splendid public school system and the skilled, industrious work force." That study's primary conclusion was that: "**Economic development must be raised to the number one priority**" if Wisconsin is to compete successfully for business and industry.

"Economic development" simply means improving the business climate to create more jobs. Economic development—**jobs for people**—will be a key issue for the rest of this century as technology and the world economy rapidly change. Experts agree that a competent work force is essential for successful economic development. Surveys of business leaders reveal that factors in their decision to invest or locate in a particular area are the availability of labor and its quality and cost. Therefore, an educated and trained work force is a major determinant in how well a state or community can compete for jobs. During the next decade Wisconsin must compete not only with our other 49 states but also with the world for a share of the rewards of economic development.

Our schools, jobs, and the economic vitality of a community are directly related. Madeleine B. Hemmings, in a speech to the Chamber of Commerce (Human Resources Report, 1982), stated, "Americans, in order to keep jobs in our country and to maintain our standard of living, will have to produce more efficiently . . . . The future of our work force depends on helping our schools know what it is we expect of them and then supporting them while they do the job." **In Wisconsin approximately 60 percent of the population enters the work force at or before the completion of high school, and more than half of the labor force does not participate in further education and training after leaving secondary school. It is apparent that Wisconsin's public schools must provide something more than basic education if we expect to compete economically.**

Department of Labor statistics support the case that public elementary and secondary schools are essential in educating and training the work force. The Department of Labor expects the U.S. economy to generate more than 25 million additional jobs between 1982 and 1995. Eighty percent of those new jobs will not require a college degree. Department of Labor statistics also show that in 1983 about 80 percent of workers ages 25-44 ended their formal education with a high school diploma. The largest segment of the American work force consists of high school graduates or less, and our economic well-being depends heavily on their performance.

**Public elementary and secondary education provides not only basic education and training for all of the state's youth but also the majority of the state's entry-level work force. Therefore, the role of public elementary and secondary education is fundamental to both state and local economic development.**

In the past, many Wisconsin public schools provided our state's economy with a well-trained work force. Recent studies, like the Parker Project, document that high school graduates need basic educational and employability skills to participate successfully in the work force of the future. In order for Wisconsin to maintain the quality of its work force and educational system, changes must be made to address future employment needs as a rapidly changing economy moves jobs from an industrial base to the information and service sectors. In Wisconsin, the public schools have asked business and industry what is expected from the schools and from the young people leaving those institutions.

A private/public partnership, the Parker Project conducted extensive research on employers' perceptions of how well high school students are prepared for the world of work. Results showed that students are not adequately prepared to go directly from high school to jobs. Based on Parker Project findings, the Department of Public Instruction examined "what should be" in public elementary and secondary education if schools are to ensure students are prepared for work as well as for further education and training. The project found that while education has historically divided academic and vocational, secondary and postsecondary goals and activities, total community well-being will require a unified approach, a partnership to better prepare young people for the world of work. **The project found that neither traditional vocational education nor basic academic programs alone prepare students adequately for jobs and life-long learning.**

## Education for Employment

In response to the mandate from business and industry and based on Parker Project findings, the Department of Public Instruction has developed the concept of "Education for Employment" to provide each student with both the skills needed for productive entry into the work force and the academic knowledge needed for further education and training. Education for Employment refocuses the mission of public elementary and secondary education by recognizing the key role education plays in economic development. **No longer can education neglect preparing all youth both to earn and learn.** This redefined mission necessitates changes in how the state's education system does business if Wisconsin is to achieve the goal envisioned by Education for Employment: **to create the finest, best educated, most skilled work force in America**.

Currently, the DPI administers a myriad of federal programs targeted to make special youth populations better learners and more employable. Two examples are the Carl Perkins Vocational Education Act and the Eight Percent Education Coordination Grants of the Job Training Partnership Act. These federally targeted programs focus largely on the needs of economically and academically disadvantaged and/or handicapped youth and represent about 3 percent of total education dollars spent at the secondary level for vocational education in Wisconsin schools. The education of the majority of our youth is funded by the state and local districts. However, these federal programs, targeted at national priorities and representing a small portion of education and training funds, have too long set state and local policy direction.

Education for Employment takes a broader and more comprehensive view of education's role in economic development and would use state funds to drive and coordinate federal, state, and local funds to meet the future job training needs of Wisconsin. Education for Employment proposes that resources be directed and attention be paid to preparing all youth for work, particularly the 60 percent of youth entering the work force at or before graduation and the 15 percent entering the VTAE system. Unless the knowledge and skill levels of entry-level employees are upgraded, Wisconsin won't be able to compete for future jobs. **Education for Employment's mission is to define and deliver what all youth need to become productive, economically self-sufficient citizens and contribute to the economic development of the state.**

### *Basic Skill Competencies Applied to the Work Place*

The majority of business leaders in Wisconsin believe that new employees are deficient in their basic-skill competencies. They complain that youth lack the communication, spelling, and grammar skills needed to be successful in their jobs. Wisconsin is only part of a national trend of concern. *Basic Skills and the U.S. Work Force* also indicates a serious problem of basic-skill deficiencies among secondary school graduates and nongraduates entering the work force. It affects not only their hirability but their performance in entry-level positions and possibilities for advancement.

While the basic skills have been the mainstay of education in Wisconsin, for many students the link between a reading skill or a math skill and the work place has been weak or nonexistent. Not only have the basics been isolated from their relevance to the work place, but those students desiring to enter employment immediately after leaving high school have not realized the importance of a strong basic education. **Education for Employment in our schools will re-emphasize the basics for all students and will incorporate into our total school curriculum practical applications to the work place.** By bringing practical applications into science, mathematics, and reading exercises, we intend to link **"learning to earning,"** to make curriculum more relevant to the work world, and to increase the student's ability to be self-sufficient upon leaving high school.

### *Career Exploration, Planning, and Decision Making*

Secondary school career counseling and guidance is one of two educational programs that have been identified by Wisconsin business leaders as needing strengthening and expanding. While most employers are willing to provide some on-the-job training, few employers want new employees to use a job in their firm as a career exploration experience. They want employees who understand their work and can be productive from the start. Traditional school counselors have established guidance programs which assist students in preparing and planning for postsecondary educational opportunities and have had little time remaining to help students learn about careers, apprenticeships, local labor market needs, community job requirements, job-seeking and application skills, and general employability skill development.

To remedy this condition, Education for Employment would provide career exploration, planning and decision making through a K-12 guidance curriculum and program that systematically and comprehensively stresses developmental stages using student experiences as they progress through school. The competency-based *Wisconsin Developmental*

*Guidance Model* has been written to assist all school districts in improving, strengthening, and expanding their career guidance programs. Career development would become an integrated part of the school curriculum and new classroom programming. Thus, all students would learn employability skill development; have an assessment of personal interests and abilities; develop personal career goals and make realistic career choices; and become knowledgeable about local, regional, and state labor market opportunities and needs.

### *Employability Skills and Attitudes*

Wisconsin employers and employees indicated three reasons why high school graduates or dropouts were not hired initially: lack of job-seeking competencies, poor appearance, and poor attitude toward work. In addition, a poor attitude toward work, poor work habits, tardiness, and undependability were identified by employers and employees as the characteristics most frequently leading to job loss. According to a University of California survey, by a margin of more than two-to-one, employers consider good work habits and attitudes more important than technical skills in entry-level workers. In other words, to be of any value, employees must come to work regularly and punctually and do what is expected of them. Without these traits, job skills and literacy are less relevant.

Education for Employment seeks to make what is commonly referred to as the "work ethic" a part of the total school curriculum. Students must be expected to be dependable, accurate, and responsible. As teachers, principals, administrators, and counselors reinforce work place expectations, **learning will become the student's job**.

### *School-Supervised Work Experience*

The importance of work experience to employers cannot be overstated. In terms of hirability, employers first look at work history and then at recommendations from previous employers. Work experience tied to the high school curriculum reduces the likelihood of a student dropping out and of joblessness for youth who do not later attend college. The experience of having responsibility for a set of tasks, associating with adults, learning certain skills, earning money, and managing time all may be important to growing up and necessary for a smooth transition to adulthood and successful employment.

Education for Employment seeks to provide all students with opportunities for a school-monitored work experience program. **All students leaving high school should possess two credentials: a diploma and a résumé.**

### *Knowledge of Business Operations and the U.S. Economic System*

Understanding the U.S. economic system, labor, and general business or agricultural operations are the competencies most lacking in our high school youth, according to Wisconsin business and industry. These concepts are also nonexistent in most high school curricula and in most teacher training and inservice programs. While general knowledge of business operations may not be critical to a student's ability to get a job, it is important to job success and the vitality of the employing business. At the same time, some specific skills of small business operations are very important for those students who may become entrepreneurs or self-employed.

In Wisconsin, 37 percent of those people owning or operating a small business are high school graduates or dropouts. Agencies that work with small business development state that lack of appropriate management and marketing skills are the most common factors in small business failures during the first year of operation. For those young people, business success depends on the skills they gain in high school. While 80 percent of the nation's new jobs are created by small business and 85 percent of them fail during the first five years, the health of our economy partially depends upon the success of these young entrepreneurs.

Education for Employment would bring the general knowledge of business and agricultural operations, labor, and the U.S. economic system into the general as well as the vocational curriculum and make them part of every student's public school program. The specific skills involved in operating and managing one's own business would be accessible to all students seeking self-employment upon leaving high school.

### *Business and Education Partnership Assistance*

Education and business are natural partners. Their interests come together as our schools prepare young people for life, particularly for work life. Business needs the schools to do this job well; and the schools need business to provide jobs for graduates, in effect, validating much of the work schools do. Yet, most businesses responding to the Parker survey had no partnership with a school.

Education for Employment asks all schools to create partnerships with community businesses in all areas of the education enterprise, including curriculum revision, teacher training, and student development programs. Through the creation of a state-level Governor's Council on Business and Education Partnerships and technical assistance through the DPI and VTAE System, Education for Employment intends to help create local and regional partnerships throughout Wisconsin. Through state-level leadership and assistance and local and regional efforts, new and cooperative methods can be found to build relationships between the school and business communities. The education and training needs of all youth must be examined for both entry-level employment and career advancement. Together schools and businesses can assure that students are adequately prepared for the jobs of the future. Incentives to business and public schools are clear. The linkages between economic growth, work force employability, and productivity are critical for our communities and our state.

### *Vocational Education and Job Skills*

Contemporary vocational programs, based on labor market information and student needs, that teach relevant employability and job skills must be accessible to all Wisconsin youth, even the college-bound; yet, only about 17 percent of Wisconsin's high school students complete a vocational program. Considering that 60 percent of youth enter the labor force at or before graduation and another 15 percent enter VTAE programs, the need for contemporary high school vocational education is critical. UW-Stout evaluations of federally funded vocational programs consistently show that students who take vocational programs acquire competencies important for employment, have an edge in the hiring process, tend to have more job stability, are more confident of their own abilities, and tend to be more satisfied with their high school work preparation.

Vocational training must be given more importance for all students as we realize that 80 percent of the future jobs will require less than a college degree. Through clusters of program offerings based on labor market and student needs, teacher inservices, work experience training, and curriculum developed in conjunction with the VTAE System and business and industry, vocational programs can give students relevant occupational skill training. Historically, vocational educators have been expected to teach all employment skills, but no longer can we assume that vocational programs alone provide the depth and breadth of training from which all youth can benefit. Education for Employment fixes responsibility for this task with all elementary and secondary educators as the total school becomes involved in preparing the student to adapt successfully to the changing needs of the workplace. **Education for Employment programs will establish critical partnerships with business and industry and the VTAE System in a cooperative effort to make up-to-date training and curriculum cost effective and available for all youth based on state, regional, and local market information.**

## Conclusions

The economic development of a state depends in large measure on how effectively its resources are used to provide a work force geared to the needs of business and industry. In order to create an impact on economic development, Wisconsin must lead in developing a work force that is effective and efficient at producing goods and services in global demand. **A well-trained work force can help attract more business and industry to the state and may be a key to Wisconsin's economic future.** This investment by the state in Education for Employment will provide substantial rewards to the state in the form of enhanced economic development.

Education for Employment promotes economic development by attacking unemployment and underemployment from several fronts. First, it impacts on entry-level employees by changing the nature of work preparation. Second, it is directed at reducing the number of students who drop out of school and, thus, become disenfranchised in our rapidly changing social and economic environment. Third, it updates programs provided by schools to reflect competencies required by a rapidly changing economy. And fourth, it fosters partnerships between education and business and industry to create the finest, best educated, most skilled work force in America.

The Education for Employment initiative in the recent budget session created a standard for all schools and a Business and Education Partnership Council. Both address a critical need in our efforts to respond to the needs of business and industry. During the fall Special Session on Economic Development, the legislature passed Wisconsin Act 75, allocating $500,000 as grant money to fund projects which will demonstrate effective ways to integrate all components of Education for Employment and make it work. These efforts will show that our schools can better address the needs of business, labor, and agriculture by preparing our youth for the jobs of the future. This will lead to better prepared employees, better business, and a better economy and economic development.

# *Education for Employment: A School District Standard*

**Each school board shall:**

**s.121.02(o)(m) Provide access to an education for employment program that has been approved by the state superintendent.**

## Education for Employment Plan

Proposed Chapter PI 26, relating to Education for Employment programs, requires that, in order for a program to be approved, a school district or a consortium of school districts must appoint an Education for Employment council to develop a plan for implementing an Education for Employment program. The plan must include long-range goals and be based on pupil needs and interests, labor market information, impact on economic development and job creation, employment needs, periodic follow-up studies of graduates, and an evaluation of current program and staff-development needs.

## Education for Employment Council

At least one-half of the members of The Education for Employment Council must come from businesses and industry representative of a cross section of the district or regional labor market. The remainder should represent teachers, administrators, counselors, board members, pupils, parents, organized labor, representatives of job training partnership councils, and representatives of district vocational and technical institutes or colleges. The council is a part of the evaluation process, reviewing the plan annually and revising it, if necessary, at least once every five years.

## Education for Employment Program

Depending on grade levels, the program must provide pupils with instruction in:

- the practical application of basic skills
- school-supervised work experiences
- career exploration and planning
- instruction in employability skills and attitudes
- study of the practical application of economics, American economic institutions, and entrepreneurship
- vocational education programs based upon labor market information and student need

Each district must establish business and education partnerships and coordinate their program with other community or regional agencies/institutions for an effective and cost-efficient use of community resources. The Education for Employment plan must be submitted to the Department of Public Instruction by March 1988.

# *Education for Employment: Draft Administrative Rule (9/86)*

SECTION 24. Chapter PI 26 is created to read:

CHAPTER PI 26

EDUCATION FOR EMPLOYMENT PLANS AND PROGRAM REQUIREMENTS

PI 26.01 APPLICABILITY AND PURPOSE. Under s. 121.02(1)(m), Stats., beginning in the 1988-89 school year, every board shall provide access to an education for employment program approved by the state superintendent. The purpose of education for employment programs is to prepare elementary and secondary pupils for employment, to promote cooperation between business and industry and public schools, and to establish a role for public schools in the economic development of Wisconsin. This chapter defines education for employment programs, describes the process for approval of education for employment plans, and establishes approval criteria for education for employment programs.

PI 26.02 DEFINITIONS. In this chapter:

(1) "Basic skills" means reading, language arts, mathematics, science and social studies concepts and skills.

(2) "Board" means the school board in charge of the public schools of the district.

(3) "Business and education partnerships" means formal cooperative relationships between public schools and school districts and businesses which benefit and involve pupils, professional staff, the school district, businesses, and the community.

(4) "Career exploration and planning" means the process by which elementary and secondary pupils identify and evaluate life and work choices, explore and plan career goals, and acquire realistic life and work decision-making skills.

(5) "CESA" means a cooperative educational service agency under ch. 116, Stats.

(6) "Community field experience" means learning about work and other life roles by studying, observing and performing them, and expanding educational environments to places where these roles occur.

(7) "Department" means the Wisconsin department of public instruction.

(8) "Employability skills and attitudes" means the cognitive and affective skills needed by pupils to obtain and retain employment, and which are applicable and transferable to general employment situations.

(9) "School supervised work experience" means a set of planned educational experiences, supervised by licensed school personnel, designed to enable learners to acquire attitudes, skills and knowledge for work and other life roles by participating in actual or simulated work settings related to in-school instructional programs.

(10) "State superintendent" means the state superintendent of public instruction.

(11) "Study of economics and American economic institutions " means the study of economics including business, industry, labor, and agricultural operations and organizations and their role in a local, state, national and international economy; entrepreneurship and entrepreneurial skills; consumer and household economics; and the role of citizens in a local, state, national, and international economy.

(12) "Vocational education" means instructional programs designed to achieve pupil mastery of the skills set forth in s. 118.01(2)(b), Stats.

PI 26.03 GENERAL REQUIREMENTS FOR SCHOOL BOARD PROGRAMS FOR EDUCATION FOR EMPLOYMENT. Under s. 121.02(1)(m), Stats., by September 1, 1988, and thereafter, every board shall have an education for employment program for elementary and secondary pupils which has been approved by the state superintendent under s. PI 26.04. To be approved, a program shall meet all of the following requirements:

(1) The board shall appoint a districtwide education for employment council or participate in a CESA education for employment council, or participate in an education for employment council established through a s. 66.30, Stats., agreement among two or more boards. At least half the council shall be composed of employers who are representative of a cross section of the district or regional labor market. The remainder shall be composed of teachers, administrators, pupil services personnel, board members, pupils, parents, representatives of organized labor, representatives of job training partnership councils, and representatives of district vocational and technical institutes or colleges. The council shall be representative of the population in the district or region, including females, minorities and disabled persons.

(2) The program shall be operated in accordance with an education for employment plan developed by the council and approved by the board. The program's long range plan shall be defined in incremental steps. The plan shall be based on pupil needs and interests, equality of educational opportunity, labor market information, impact on economic development and job creation, employment needs, periodic follow-up studies of graduates, and an evaluation of current programs and staff development needs. The plan shall be reviewed annually by the education for employment council, and revised, if necessary, at least once every 5 years.

(3) The board shall designate a staff person to coordinate the education for employment program.

(4) All pupils in grades kindergarten through 12 shall have access to an education for employment program which provides for the following:

(a) Instruction which provides for the practical application of basic skills in the general and vocational curricula.

(b) School-supervised work experience. Work experience may include community field experiences relating to work in grades kindergarten through grade 12, more specific occupational training in grades 7 through 12, and paid work experience in grades 10 through 12.

(c) Career exploration and planning which also addresses sex-role stereotyping in career decision making.

(d) Instruction in employability skills and attitudes.

(e) The study of the practical application of economics and American economic institutions, including entrepreneurship education and the knowledge needed to begin and operate a business.

(5) All pupils in grades 9 through 12 shall have access to vocational education programs which have an appropriate curriculum based on labor market information including follow-up studies of graduates, job placement and employment needs.

(6) The board shall maintain information on pupil participation in the education for employment program by race, sex and disability.

(7) The board shall establish a business and education partnership council to encourage the development of business and education partnerships. The education for employment council established under sub. (1) may serve as the business and education partnership council.

(8) The board shall integrate other educational program requirements into the education for employment program, including those found in the school district standards under s. 121.02(1), Stats.,

vocational skills required under s. 118.01(2)(b), Stats., high school graduation requirements under s. 118.33, Stats., and programs for children at risk under s. 118.153, Stats.

(9) The board shall coordinate the education for employment program with other public school districts; CESAs; vocational technical institutes and colleges; and job training programs.

PI 26.04 APPROVAL OF EDUCATION FOR EMPLOYMENT PROGRAMS.

(1) The board shall submit the initial education for employment plan to the department for approval by March 1, 1988, and shall submit changes in any approved education for employment plan at least 90 days prior to implementation.

(2) The department shall disapprove a program which does not meet all of the requirements of s. PI 26.03, and shall state the reasons in writing, citing the particular provisions of s. PI 26.03 with which the program does not comply.

SECTION 25. EFFECTIVE DATES.

(1) Except as provided in subs. (2) through (11), the rules contained in this order are effective September 1, 1988.

(2) PI 8.001 is created effective November 1, 1986.

(3) PI 8.01 (title) is amended effective November 1, 1986.

(4) PI 8.01 (1) is repealed and PI 8.01 (2) (intro.) is renumbered and amended effective November 1, 1986.

(5) PI 8.01 (2) (c), (d), (e), (g), (i), (j), (k) and (l) are renumbered effective November 1, 1986.

(6) Titles to PI 8.01 (2) and (2) (a), (c) to (e) and (g) to (j) are created November 1, 1986.

(7) PI 8.01 (2) (b), (f), (h) and (m) are repealed effective November 1, 1986.

(8) PI 8.01 (2) (f) (title) and 1. are created effective November 1, 1986.

(9) PI 8.01 (2) (n) is created effective November 1, 1986.

(10) PI 26.04 is effective March 1, 1988.

(11) PI 8.01 (2) (b) as renumbered by this order, is repealed effective September 1, 1988.

Dated this _____ day of _____, 1986.

_____

Herbert J. Grover
State Superintendent

# *Other Related School District Standards: Draft Administrative Rules (7/86)*

SECTION 1. Chapter PI 8.001 is created to read:

PI 8.001 DEFINITIONS. In this chapter:

(1) "Access" means an opportunity to study through school district course offerings, independent study, cooperative educational service agencies, or cooperative arrangements between school district boards under s.66.30, Stats., and postsecondary education institutions.

(2) "Career exploration and planning" means the process by which elementary and secondary pupils identify and evaluate life and work choices, explore and plan career goals, and acquire realistic life and work decision-making skills.

SECTION 18. PI.01(2)(K) and (2), are created to read:

PI 8.,01(2)(K) Curriculum Plan. 1. In this paragraph:

2. Each school district board shall develop, adopt and implement a written school district curriculum plan which includes the following:

**(b) A grade 7 through 12 sequential curriculum plan in vocational education.**

**5. The school district curriculum plan shall be consistent with the approved education for employment program under ch. PI 26.**

PI 801 (2) (L) Instruction. Each school district board shall provide instruction as follows:

2. In grades 5 through 8 regular instruction shall be provided as follows:

**d. An introduction to career exploration and planning, through a one semester course or the equivalent in instructional time and course content, shall be integrated within grades 5 through 8.**

# *Education for Employment: Demonstration Grants*

Passed during the governor's Special Legislative Session on Economic Development, Wisconsin Act 75 authorizes the state superintendent of public instruction, with the advice of the Governor's Council on Business and Education Partnerships, to make grants funding Education for Employment projects. These grants are given to a school board, a consortium of school boards, or a consortium of school boards in cooperation with a cooperative educational service agency (CESA) board of control, a vocational, technical and adult education board, or university.

The purpose of these grants is to provide state and national models on how school districts can plan for, deliver, and evaluate Education for Employment programs. The standard (s.121.02[o][m]) requires all school districts to provide access to an approved Education for Employment program by September 1, 1988, a minimum of excellence expected of our schools. The demonstration grants, however, allow a number of school districts to go well beyond the minimum expectations to an "ideal" Education for Employment program.

The ideal Education for Employment program requires educators, the private sector, the VTAE System, and CESAs to collectively plan, deliver, and evaluate the total K-12 education program, both general and vocational, and to base program plans on the post-school goals of its youth, whether the goal is immediate employment or further education and training. An Education for Employment program requires that schools analyze labor market information, pupil needs, and local or regional economic development needs in constructing a school/community process that will extend well beyond the funding cycle. Education for Employment is expected to change how schools operate within each building and within each community.

The districts applying for Education for Employment demonstration grants were willing to commit local resources and time. In return, the demonstration grants provide funds for the leadership, planning, staff development, and curriculum development needed to make Education for Employment a school and community reality.

## State of Wisconsin

## September 1985 Special Session
## Senate Bill 7
## Date of enactment: November 15, 1985
## Date of publication: November 25, 1985

AN ACT to repeal 20.255 (2) (em) and 115.367; and to create 20.255 (2) (em) and 115.367 of the statutes, relating to authorizing the state superintendent of public instruction to make grants to school boards to fund education for employment projects, providing for a study and making an appropriation.

The people of the state of Wisconsin, represented in senate and assembly, do enact as follows:

SECTION 1. 20.005 (3) (schedule) of the statutes: at the appropriate place, insert the following amounts for the purposes indicated:

| | | | | 1985-86 | 1986-87 |
|---|---|---|---|---|---|
| 20.255 | Public instruction, department of | | | | |
| (2) | AIDS FOR LOCAL EDUCATIONAL PROGRAMS | | | | |
| (em) | Education for employment | GPR | A | -0- | 1,000,000 |

SECTION 2. 20.255 (2) (em) of the statues is created to read:

20.255 (2) (em) *Education for employment.* The amounts in the schedule for the payment of grants to school boards for education for employment projects under s.115.367.

SECTION 2m. 20.255 (2) (em) of the statutes, as created by 1985 Wisconsin Act .... (this act), is repealed.

SECTION 3. 115.367 of the statutes is created to read:

**115.367 Grants for education for employment projects.** (1) A school board, a consortium of school boards operating under an agreement under s.66.30 or a consortium

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* Section 991.11, WISCONSIN STATUTES 1983-84: Effective date of acts. "Every act and every portion of an act enacted by the legislature over the governor's partial veto which does not expressly prescribe the time when it takes effect shall take effect on the day after its date of publication as designated" by the secretary of state [the date of publication may not be more than 10 working days after the date of enactment].

of school boards in cooperation with the board of control of a cooperative educational service agency or in cooperation with a vocational, technical and adult education district board may apply to the state superintendent for a grant to fund an education for employment project.

(2) (a) Projects eligible for funding under this section shall be those that incorporate school-supervised work experience programs, business and education partnerships and at least 2 of the following elements:

1. The practical application and integration of basic skills, economics, sciences and computer literacy in both the general and vocational curriculum.

2. The study of economics and American economic institutions, including business operations, entrepreneurial skills, agriculture and labor organizations.

3. Career exploration, planning and guidance in grades kindergarten to 12.

4. Employability skills and attitudes in the elementary and secondary instructional program.

5. Vocational education programs that use contemporary curricula consistent with labor market and pupil needs.

(b) The state superintendent shall give preference in funding to those projects that incorporate more than 2 of the elements under par. (a).

(3) The state superintendent shall review the applications. With the advice of the council on business and education partnerships, the state superintendent shall determine which of the projects eligible for funding under sub. (2) will receive grants. The determinations shall be made based upon the degree to which the projects meet the following criteria:

(a) Whether the applicant provides access to an approved education for employment program under s. 121.02 (1) (m).

(b) The need for program improvement.

(c) The existence of local and regional planning involving the private sector and including labor market information and pupil needs.

(d) Evidence of coordination between the applicant and other service providers to efficiently provide appropriate cost-effective education for employment program services.

(e) The positive effect of the project on economic development and job creation.

(f) Whether the project will assure the equality of educational opportunities for all pupils.

(g) Whether the project will address sex role stereotyping in career decision-making.

(3m) No project may be funded unless the state superintendent determines that:

(a) An award will not supplant funds otherwise available for the project.

(b) The project includes a method of evaluating the effectiveness of the project.

(c) There is a local commitment to maintain the project beyond the grant period.

(4) Projects shall be funded on an annual basis and may be funded for a period of not more than 3 years. The amount awarded in the first year shall be an amount not more than 90 percent of the costs of the project in that year. The amount awarded in the 2nd year, if any, shall be an amount not more than 60 percent of the costs of the project in that year. The amount awarded in the 3rd year, if any, shall be an amount not more than 30 percent of the costs of the project in that year. Project costs shall be determined by the state superintendent.

(5) Amounts awarded under this section shall be paid from the appropriation under s. 20.255 (2) (em) and may be paid in installments. The state superintendent shall ensure that:

(a) Not more than 20 percent of the amount awarded for any one project is used for transportation or equipment.

(b) To the extent possible, grants are equally distributed on a statewide basis.

(6) By September 15, 1988, each grant recipient shall submit a report to the state superintendent specifying the number of pupils instructed during the previous school year in education for employment programs. The report shall identify the pupils by race, sex and physical handicap, if any. The report shall include an accounting of all expenditures made on behalf of the program and an estimate of the expected cost of the program for the current school year. The state superintendent shall distribute the results of each funded project to all school districts in the state.

(7) No new award may be made under this section after June 30, 1987.

SECTION 3m. 115.367 of the statutes, as created by 1985 Wisconsin Act .... (this act), is repealed.

SECTION 4. **Nonstatutory provisions.** The state superintendent of public instruction shall conduct a study of the effectiveness of the projects funded under section 115.367 of the statutes in meeting their objectives and by January 15, 1987, submit a report summarizing the findings of the study to the governor and to the chief clerk of each house of the legislature for distribution to the appropriate standing committees.

SECTION 5. **Effective dates.** (1) Except as provided in subsection (2), this act takes effect on the day following publication.

(2) The repeal of sections 20.255 (2) (em) and 115.367 of the statutes take effect on July 1, 1989.

# *DPI Information Release: Education for Employment Grants Announced*

MADISON—State Superintendent of Public Instruction Herbert J. Grover has announced the selection of five school districts or groups of schools to receive Education for Employment demonstration grants beginning July 1.

The grants are part of the Education for Employment bill, signed into law last November. "The goal of the grants is to create a school and community partnership to help improve schools and better prepare youth for work," said Grover in announcing the awards.

Grover praised Governor Earl and the legislature for their foresight in approving Education for Employment funding during the Special Session on Economic Development held last fall.

"A competent work force is an essential ingredient for a successful economy," said Grover. "These Education for Employment demonstration sites will provide Wisconsin and the nation with models of how public elementary and secondary schools can provide students with those competencies and skills needed for the work force of the future."

The grants were awarded to:

—the South Milwaukee School District ($57,500);

—a consortium of the Janesville, Beloit Turner, Parkview, and Whitewater school districts and the Blackhawk Technical Institute of Janesville ($108,000);

—a consortium of the Watertown, Jefferson, Lake Mills, and Johnson Creek school districts ($115,000);

—Cooperative Educational Service Agency (CESA) #4 and CESA #10, including the Alma Center, Altoona, Arcadia, Augusta, Blair, Eleva-Strum, Fall Creek, Galesville-Ettrick, Independence, Osseo-Fairchild, Taylor, and Whitehall school districts ($115,000); and

—CESA #9, including the Antigo, D.C. Everest, Lakeland, Merrill, Mosinee, Northland Pines, Rhinelander, Rib Lake, Stratford, Three Lakes, Tomahawk, and Wausau school districts; Nicolet College in Rhinelander; and North Central Technical Institute in Wausau ($95,000).

Grover said the selection was based on geographic location, school or consortium size, type of consortium, quality of proposal, population served, and type of labor market in the area. The Governor's Council on Business and Education Partnerships was involved in determining the award criteria and reviewed 17 grant proposals before making its recommendations to Grover.

"From these sites, we hope to gain valuable information about how every school district can successfully plan for and deliver an Education for Employment program," said Grover.

The Education for Employment projects require local educators, universities, and business leaders to evaluate the school district's educational program—both general and vocational—for kindergarten through twelfth-grade students. Schools must analyze labor market information, pupil needs, and local or regional economic development needs in formulating a plan that will address the post-school goals of the students.

The Education for Employment legislation provides funding for the initial year of the five projects. Additional funding is anticipated in each of the following two years to sustain projects that meet annual program progress criteria.

*Education for Employment:*
*Demonstration Grant Sites*
*by Cooperative Educational*
*Service Agency (CESA) Location*

# *Governor's Council on Business and Education Partnerships*

A Governor's Council on Business and Education Partnerships was created during the 1985-87 legislative budget session. The council was recommended by the Parker Project and the analysis of the Yankelovich, Skelly, and White Business Climate Study done by a special committee of Competitive Wisconsin. The special committee also recommended that economic development be the number one long-term goal of the State of Wisconsin and that the Council on Business and Education Partnerships be one of the specific goals in the field of education.

With more than half of its 17 members from business and industry, the newly appointed council is responsible for promoting greater statewide school and business partnerships as well as advising the state superintendent on the Education for Employment process and demonstration site selection.

> "We want every school to have its friend and partners in the private sector who can work with teachers and students to provide an important, real dimension to Education for Employment. It's one step toward developing the best trained work force in the nation."
>
> Governor Anthony S. Earl
> October 1985

The council was extensively involved in establishing the process and selection criteria for the state-funded demonstration sites and will, in the future, be a part of the evaluation team visits. The council views business and education cooperation as a means to further school improvement and educational reform and establish an active role for education in the state's economic development.

Business and education councils have been the suggested and proven delivery system for joint efforts in fostering school improvement and education's role in economic development. Because Wisconsin believes in this method, councils are necessary components of other Education for Employment legislation, and each demonstration site must have an Education for Employment Council. These councils are a part of the planning and evaluation process for each project and will assume a continuing role in school improvement and the preparation of all youth for employment.

The Education for Employment standard also provides for such councils, either representing the district, cooperative educational service agency (CESA), or consortium of schools working together. Thus, beginning at the state level and going to the school district level, Education for Employment councils will review and reform the education enterprise to further define education's role in economic development and to better prepare youth for employment in Wisconsin.

## Purpose

The council shall advise the governor, the legislature, the VTAE board, and the state superintendent of public instruction on ways to foster business and education partnerships at the state, regional, and local level. The council will help bring schools and businesses together to better prepare Wisconsin youth for employment and establish public schools' role in the economic development of the state.

## Duties

Activities of the staff and council include the following:

- provide technical assistance to business and education in the development and implementation of business and education partnerships.
- provide inservice and staff-development opportunities for boards of education, administrators, and teachers.
- establish, maintain, and publish business and education program models, guidelines, and resources.
- communicate with cooperative educational service agencies (CESAs), school boards, school administrators, teachers, private industry councils, and community groups relative to business and education partnership programs.
- maintain and foster communication and cooperation with business, industry, labor, agriculture, and governmental agencies relative to business and education partnership programs.
- conduct and support research, experimentation, and innovative programs in business and education partnerships.
- review experimental, innovative, and model business and education partnership programs.
- provide consultation related to laws, regulations, and policies affecting business, industry, agriculture, labor, and schools in partnership arrangements.
- consult with state and local officials regarding the development and implementation of federal, state, and privately funded business and education partnership proposals.
- coordinate awards and recognition programs for distinguished service and exemplary business and education partnership programs.
- involve federal and state agencies in matters affecting business and education partnerships.
- work with professional associations to promote business and education partnerships.

## Members

- **Benson, Elizabeth R.** (2302 Willard Avenue, Madison 53704; [608] 252-3311)–Benson is manager of gas marketing, planning, and analysis for Wisconsin Power and Light.
- **Blank, James A.** (101 West Beltline Highway, Madison 53713; [608] 255-2971)–Blank is president of the Wisconsin Education Association Council.
- **Douglas, Judith** (W1770 Ten Eyck Road, Brodhead 53520; [608] 897-2627)–Douglas and her husband own and operate a dairy, hog, and beef farm.
- **Fierek, Arden S.** (800 Schoenhaar Drive, West Bend 53095; [414] 334-7455)–Fierek owns Windy's Service, a small business.

- **Hanson, Marlene J.** (Route #3, Box 179, Osseo 54758; [715] 538-4374)–Hanson is district administrator of the Whitehall School District.
- **Harder, Sarah** (University of Wisconsin-Eau Claire, Eau Claire 54701; [715] 836-5717)–Harder is assistant to the vice-chancellor at UW-Eau Claire.
- **Jones, Judy R.** (4337 North 19th Street, Milwaukee 53209; [414] 264-6146)–Jones is the minority business enterprise coordinator for the city of Milwaukee.
- **Lenk, Carla** (265 West Grand Avenue, P.O. Box 263, Wisconsin Rapids 54494; [715] 423-1222)–Lenk is president of Marshfield Technologies.
- **Lerman, Philip E.** (1041 E. Ogden Avenue, Milwaukee 53202; [414] 271-5985)–Lerman is retired co-director of the Employment and Training Institute, University of Wisconsin System.
- **Magnuson, Sue** (State Capitol, P.O. Box 8953, Madison 53708; [608] 266-5342)–Magnuson is a state representative from the 48th Assembly District.
- **O'Connor, Edward J.** (P.O. Box 23972, Milwaukee 53223-0972; [414] 359-4035)–O'Connor is vice-president of industrial relations for A.O. Smith Automotive Products Company.
- **Viste, Gerald D.** (515 McIndoe Street, Wausau 54401; [715] 845-6128)–Viste is retired president and chief operating officer of Wausau Insurance Company.
- 5 vacancies

Staff: Vicki Poole
Education for Employment Consultant
Department of Public Instruction

Sherman Ansell
Handicapped and Economic Development Consultant
Wisconsin Board of Vocational, Technical and Adult Education

# *Preparation for Post-High School Employment and/or Further Education and Training*

Preparing for a post-high school goal, whether it is college, vocational training, or employment is an important process. Acquiring the needed competencies during the elementary and secondary years increases the chances for success after leaving high school. Students need to know what is expected from them in college, in training institutions, and in the workplace. The Parker data has shown that in Wisconsin schools, students have been well informed about college expectations through counselors, college-prep classes and programs and various types of written literature. Those students going into post-secondary training or employment have not had the same benefits of guidance counseling, special classes or coordinated high school and post-secondary vocational sequencing and programming. Wisconsin's efforts at remedying this situation include curriculum articulation projects with high schools and VTAE systems, a K-12 Wisconsin Developmental Guidance Model, and a brochure to help students identify those competencies and skills needed to be successful in employment, training, and college.

Many of the competencies, skills, and attitudes needed to be successful in the workplace are also essential for a successful college career: writing, spelling, grammar, oral communication and speech, applied science, computer literacy, human relations and decision making skills, understanding the value and importance of work, etc. . . . Students must be prepared for life, employment, and lifelong learning.

# *Education for Employment: Teacher Preparation Standards*

The effort to attain economic development through educating the finest, most skilled work force in America requires that teachers, administrators, and other professional educators be prepared in:

- practical application of the basic skills;
- career exploration and planning;
- employability skills and attitudes;
- economics and American economic institutions;
- business and education partnerships;
- school supervised work experience; and
- vocational education.

Therefore, the State Superintendent has by rule established college and university program approval standards for the preparation of teachers seeking licenses for service in Wisconsin public schools. These standards affect all elementary, secondary, economics, vocational education, and school counselor preparation programs as follows:

**PI 4.11 ELEMENTARY EDUCATION.**

All professional education programs leading to certification in elementary education shall meet the following standards.

(7) The program shall require study of program, curriculum, and instructional approaches which contribute to the preparation of pupils for work including career exploration, practical application of the basic skills, economics and American economic institutions, and employability skills and attitudes.

**PI 4.12 SECONDARY EDUCATION.**

All professional education programs leading to certification in secondary education shall meet the following standards:

(6) The program shall require study of program, curriculum, and instructional approaches which contribute to the preparation of pupils for work including career exploration and planning, practical application of the basic skills; employability skills and attitudes; knowledge of economics and American economic institutions including business operations, agriculture, and labor; entrepreneurship; and the development of specific occupational skills.

**PI 4.24 ECONOMICS.**

A professional education program leading to certification in economics shall meet the following standards (in addition to the standards in PI 4.12):

(1) The program shall require study of the American economic system and institutions, including business, agriculture and labor, and alternative economic systems.

**PI 4.54 VOCATIONAL EDUCATION.**

A professional education program leading to certification in vocational education shall meet the following standards (in addition to the standards in PI 4.12):

(2) The program shall require study of the application and integration of basic communication skills, social sciences, science, mathematics, and computer literacy skills in the vocational education curriculum.

(3) The program shall require study of the relationship of vocational education to the entire program of elementary, middle, and secondary education; postsecondary education; and various professional fields.

(4) The program shall require study and experience to develop the ability to plan, coordinate and evaluate work experience programs.

(8) The program shall require the study of economics and American economic institutions, including business operations, agriculture and labor; labor market information; economic development and job creation.

(9) The program shall require study of career exploration, planning and development, including employability skills and attitudes.

**PI 4.71 SCHOOL COUNSELING.**

A professional education program leading to certification in school counseling shall meet the following standards:

(4) The program shall require the study of career development theories and practices, the range of career choices, decision-making skills, and the use of this knowledge as it relates to a life-long process of education, training, and work. In addition, all teachers who expect to be licensed in Wisconsin, including those who have been prepared outside the state, shall complete the following certification requirements.

**PI 3.07 ELEMENTARY LEVEL EDUCATION: GRADES 1-9.**

(3) An applicant who completed an initial professional education program after August 31, 1990, shall have coursework in program, curriculum, and instructional approaches which contribute to the preparation of pupils for work, including career explorations, practical application of the basic skills, economics and American economic institutions, and employability skills and attitudes.

(2) An applicant who completed an initial professional education program after August 31, 1990, shall have coursework in program, curriculum, and instructional approaches which contribute to the preparation of pupils for work, including career exploration and planning; practical application of the basic skills; employability skills and attitudes; knowledge of economics and American economic institutions, including business operations, agriculture and labor; entrepreneurship; and the development of specific occupational skills.

# *Education for Employment: Questions and Answers*

**Question:** What is Education for Employment?

**Answer:** An educational program and process stemming from the Parker Project and designed to create the finest, best educated, most skilled work force in America. Education for Employment will define and deliver what all youth need to become productive, economically self-sufficient citizens, thereby able to contribute to the economic development of the state.

**Question:** How will Education for Employment help to improve the economic development and job circumstance in Wisconsin?

**Answer:** The governor's Strategic Development Commission's Final Report, issued on August 1, 1986, cited "labor cost and quality" as one of four key factors needed for successful economic development. Education for Employment is designed to help improve the quality of the labor force, especially at the job entry level. It does this through the development of a comprehensive and integrated K-12 curriculum which encompasses all aspects of the educational process with the overall goal of preparing all students to be positive contributors to the economic condition of our state.

**Question:** Aren't schools already preparing youth for work? Don't some already have good vocational, economics, and basic skills programs and business involvement?

**Answer:** Separate elements of an Education for Employment program may exist in schools in various forms all over the state. However good individual programs may be, they are only a part of what we talk about in Education for Employment. Education for Employment is a total school program, involving all administrators and staff (both general and vocational). It requires a new mission for schools. It requires change in all curriculums as the basics are infused into vocational classes and applications to the world of work are brought into the general education curriculum. It requires a change in how a school does business by infusing employability skills and attitudes, career development, and work experiences throughout the school system. In addition, Education for Employment requires that public schools address their role in the state's economic process. This requirement calls for a dramatic reform within our educational system.

**Question:** Why aren't schools doing what an Education for Employment program calls for now?

**Answer:** Because our schools reflect society's wants, they have not been asked to provide the depth and breadth of world-of-work preparation envisioned by an Education for Employment program. In the past, society has not requested public K-12 education to be directly responsible for preparing all youth for productive employment.

**Question:** What group of students is the Parker concept designed to help?

**Answer:** All students, but especially the 60 percent going directly into the work force upon leaving high school.

**Question:** Most of the students in my school district are college bound. Why do we need Education for Employment?

**Answer:** First, all students will be entering the job market at some point in their lives. Students, whether college bound or not, need the skills to seek and keep employment. For those students who work while in college or who do not finish college, the knowledges and skills needed to get and hold a job are critical. Often, too, college courses may not address many of these employability skills and attitudes.

Second, Education for Employment is not asking for a reduction in the basic skills or a lessening of the importance of the academics. In fact, it is doing the opposite. It is emphasizing that competency in reading, writing, and mathematics is important for *all* students and that by offering practical applications to the world of work and exposure to various career choices within the existing curriculum, an important link between "learning and earning" will be made.

**Question:** What happens if we don't implement Education for Employment?

**Answer:** We would have few or no changes in work preparation for our youth. This would jeopardize a portion of the state's economic development efforts and put our students at risk of being unemployed and unemployable. In the words of Carl Weigel, president and chief executive officer, Motor Castings Company, "What we do now to alter the ways we educate has everything to do with how many jobs we retain and how many new jobs we create. I want to re-emphasize the need for impatience and a willingness to embrace radical ideas as we deal with this need."

**Question:** What are the key components for Education for Employment, and how are they defined?

**Answer:** There are seven key components. Their definitions are listed below.

1. **"Business and education partnerships"** means formal cooperative relationships between education and business which benefit and involve pupils, professional staff, the school district, businesses, and the community.

2. **"School supervised work experience"** means a set of planned educational experiences, supervised by licensed school personnel, designed to enable learners to acquire attitudes, skills, and knowledge for work and other life roles by participating in work settings related to in-school instructional programs.

3. **"Integration of basic skills"** means applying and reinforcing instruction in the basic communicative, quantitative, and cognitive processes in all courses by using world-of-work examples.

4. **"Career exploration and planning"** means the process by which elementary and secondary pupils identify and evaluate life and work choices, explore and plan career goals, and acquire realistic life and work decision-making skills.

5. **"Economics and American economic institutions"** means the study of economics including business, industry, labor, and agricultural operations and organizations and their roles in local, state, national, and international economies; entrepreneurship and entrepreneurial skills; consumer and household economics; and the role of citizens in local, state, national, and international economies.

6. **"Employability skills and attitudes"** means the cognitive and affective skills needed by pupils to obtain and retain employment and which are applicable and transferable to general employment situations.

7. **"Vocational education programs"** include an assessment of pupil needs in light of labor market information and student follow-up studies and a curriculum developed to foster students' mastering the skills listed in s.118.01 (2) (b).

**Question:** What is the goal of Education for Employment?

**Answer:** By using the seven key procedural components, Education for Employment firmly grounds the total educational process into economic reality. Its goal is

to prepare each young person not for the next grade, but for life-long learning, and work.

**Question:** Isn't the "work ethic" a responsibility of the family?

**Answer:** Yes. The family has an extremely important role in defining the work ethic for our youth. However, that does not mean that the school has no responsibility. For those students who have not realized the importance of the work ethic in their home environment, the school must provide the opportunity to acquire those knowledges and skills necessary for successful employment.

**Question:** What effect will an Education for Employment program have on a district's teaching staff?

**Answer:** All teachers will become responsible for applying the basic skills of their discipline to world-of-work situations and will also be responsible for linking their discipline and courses to career possibilities and business partnerships. Each teacher's curriculum will have to be modified and updated to incorporate Education for Employment principles into all course units. A district will have to have a long-term plan for staff development and inservice to support the staff in making the necessary changes.

**Question:** How will Education for Employment improve the quality of education in local school districts?

**Answer:** Education for Employment will improve the quality of education by helping each local district take a comprehensive look at its curricular offerings. School districts will examine the appropriateness of their course offerings for students who are at risk of dropping out of school as well as for those students who enter the job market immediately after high school. Moreover, a district will be encouraged to take a look at the concept of collaborative learning and forming business/education partnerships at the local and regional levels.

**Question:** How will Education for Employment affect postsecondary education and training?

**Answer:** First, K-12 schools must broaden their role in preparing youth for future jobs, and K-12 education leaders must view themselves as economic development leaders. But public schools cannot do this alone. To accomplish these tasks requires a partnership with other school districts, postsecondary training institutions, universities, and business and industry. If schools are

to provide all students with access to Education for Employment programs, including occupational training based on labor market information and student need, these partnerships are crucial. Resource sharing for skill training and further education needs will be a vital component of Education for Employment programs.

**Question:** Why should we make Education for Employment a top priority?

**Answer:** James Hunt, former North Carolina governor and former chairperson of the Education Commission of the State's Task Force on Economic Growth, made the following comments at the 1985 State Superintendent's Conference for District Administrators at the University of Wisconsin-Madison:

> **I want to tell you that Wisconsin, like every other state, is at a critical juncture regarding your state's economy and schools. The decisions you make now, you as district administrators as well as the state leadership, those decisions will determine Wisconsin's economic future more than any other single thing and help determine America's competitive position in the world.**
>
> **I urge you to seize that Education for Employment plan and beat the doors down to get out and implement it across the state. I challenge you, as administrators in 432 school districts, to not even wait for full state funding but to go back to your communities and share the plan with business and other leaders. Put every piece of that Education for Employment program in place right now with funds that you can get, public or private or from whatever source. Put your district ahead. Doing that, in my view, may have more to do with the jobs and opportunities in your community in the years to come than any other single thing.**
>
> **I want to challenge the legislators, and I am going to say this to Governor Tony Earl in just a matter of a few minutes, to make Education for Employment a top priority, make it the top priority — not because I know what is best for Wisconsin, but because I have a good idea of what's needed in America. My friends, we need a leader, we need a national model to help us achieve that greatness, that global leadership that I talked about earlier.**
>
> **In your great progressive tradition, Wisconsin has led American states in tossing your caps over walls obviously too high to climb for much of our nation's history. If you successfully educate for employment, 49 other American states will learn from you, and all Americans will be closer to their dreams of freedom, prosperity, and peace.**